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The Impact Of Community College Adminstration Leadership Styles On Morale And Productivity In Higher Education

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THE IMPACT OF COMMUNITY COLLEGE ADMINISTRATION LEADERSHIP STYLES
ON MORALE AND PRODUCTIVITY IN HIGHER EDUCATION

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February, 2019
Educational Leadership

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STYLES ON MORALE AND PRODUCTIVITY IN HIGHER EDUCATION

Abstract

This dissertation examines the impact of different leadership styles of community college administrators that faculty and staff experience and how they can affect satisfaction and morale within the community college system. There is an increasing recognition that higher education institutions require effective leadership and there is a continuing need to examine what types of leadership styles are more likely to produce favorable outcomes so that faculty and staff will have increased job satisfaction and overall positive morale. A qualitative research study was done by using a focus group addressing leadership styles, morale, and job satisfaction directed to a small group of full-time faculty and staff at Community College X. The focus group expressed that they want their administration to empower and inspire everyone to achieve by having their administration lead by example, share their vision, instill trust, and be confident in decision making. These leadership characteristics fall under those who utilize transformational leadership. Utilizing transformational leadership could have employees become more enthusiastic about their employment and in return carry out their daily duties to the best of their abilities improving morale and productivity within the work place.

University of New England

Doctor of Education
Educational Leadership

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This dissertation is dedicated to the memory of my mother
Patricia Ann Garneau (1951-2013)

*She was my biggest cheerleader in life and
always said I could do anything I set my mind to.*

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CHAPTER 1

INTRODUCTION

Researchers agree that there are positive relationships between different types of leadership styles and employee morale and job satisfaction. There are different styles of leadership and all have advantages and disadvantages (Kahn, et al., 2015). Northouse (2016) stated that the transformational leadership style has been highly recommended as one of the most successful leadership styles for both individuals and organizations. Like any other organization facing challenges, colleges also need to have effective leadership (Arsenault, 2007). Transformational leadership is successful because it is an effective type of leadership in higher education (Bass & Steidlmeier, 1999). Transformational leaders help motivate and encourage their followers to accomplish organizational goals and mission by working along with them (Tajason, Hung, Nikbin, & Sean, 2015).

Being in an administrative position such as a community college president can be complex as they can face various challenges while leading. Leadership is a social influence process (Erkutlu, 2008). Burns (1978) states that leadership is “inducing followers to act for certain goals that represent the values and the motivations--the wants and needs, the aspirations, and expectations of both leaders and followers” (p. 19). To find out what types of leadership styles are effective, multiple leadership styles need to be considered. An important element of leadership effectiveness is recognizing a leader’s style. According to (Certo & Certo, 2006), a leadership style is a behavior that a leader shows while leading their followers.

For the purpose of this research, a community college that has experienced a change in morale and job satisfaction among the faculty and staff was examined and findings aligned with past research, which could provide information for guidance in the future. Other community

colleges could also be facing similar concerns with morale and job satisfaction due to the recent high turnover of community college presidencies. In 2015, 269 community college presidencies turned over out of the 1,132 community colleges in the United States (Smith, 2016).

To protect the identity of this higher education institution that is the focus of the study, the institution will be referred to as Community College X. Community College X is an accredited two-year community college. The college serves over ten thousand students in various populations including veterans, high school students, non-traditional and non-credit students. The college is invested in civic engagement, community outreach, renewable energy and sustainability, workforce development, and personal enrichment. Community College X provides access to affordable education to residents in Massachusetts. This college serves twenty-nine cities and towns and offers over seventy programs, degrees and certificates. In January 2017 President A retired after serving at Community College X for twenty-six years. A new president, President B, has recently taken over.

Problem Statement

This study examined different leadership styles that community college administrators have used to see if the different styles have influenced employee morale and job satisfaction. Another aim is to determine if there are any other factors that show connections and/or suggestions for what leadership styles should be considered when dealing with morale and job satisfaction. What researchers know from previous research is that many effective community college presidents have similar attributes and characteristics of what transformational leadership promotes (Desjardins & Huff, 2001). Kouzes and Posner (2002) and Ulrich, Smallwood, and Sweetman (2008) all argued that effective leaders follow and practice a set of rules that include encouraging, empowering, and inspiring others.

Bass and Riggio (2008) found that transformational leaders are those who inspire their followers to achieve extraordinary outcomes while they develop their own leadership capacity. Transformational leaders help their followers develop and grow into leaders themselves by responding to what the followers need and also empowering them as they achieve their own and the organization's goals and objectives (Bass and Riggio, 2008)

Gonzales and Marion (2014) explored elements of transformational leadership and they found that the leader must listen to needs, encourage, challenge, and guide their followers. The transformational leader strives to be effective and there is mutual motivation between the leader and follower. Such leadership supports a higher level of satisfaction among staff. A leader who utilizes transformational leadership brings a vision and establishes trust, so can have a strong impact within in their organization by being inspirational and influential. Transformational leadership has three basic functions. First, transformational leaders sincerely serve the needs of others, empower them and inspire followers to achieve great success. Secondly, they charismatically lead, set a vision, and instill trust, confidence and pride by working with followers. Finally, these leaders use intellectual stimulation to motivate their followers (Castanehira & Costa, 2011). Transformational leaders want their followers to succeed, hold the same values they hold, and be trusted by their followers. Also, leaders need to know how to balance their leadership and power. "Leadership and power are not the same thing. But they interweave at many points. Power is the capacity to ensure the outcomes one wishes and to prevent those one does not wish" (Gardner, 1990, p. 55).

Majauskaite (2013) found that leadership positively impacts job satisfaction. According to Pihie, Sadeghi, and Elias (2011), leadership is one of the basic and most important needs in

each organization. Leadership style as a key factor affects a subordinate's job satisfaction, which in turn is essential for success of each organization.

Leadership approaches can influence morale, and certain aspects that can influence employee morale include communication, building trust, developing teams, and promoting team-related activities, dealing with internal and external change, succession planning and direct supervision (Ngambi, 2011). Brearley (2016) mentioned that self-esteem is a critical characteristic of leaders, as especially high self-esteem creates conditions where the leaders are not afraid to be wrong and are more willing to speak out about concerns while taking feedback more readily than other leaders who are less confident. When people see a positive leader who has good self-esteem they are more likely to see positive change and overall responsiveness by their followers. Employees who experience low morale in their workplace blame their management for lacking vision, loyalty, trust, and teamwork (Schuler, 2017).

Researchers are urging the higher education field to look at the leadership void that will continue into the next decade as baby boomers age and head into retirement. Smith (2016) reported that community colleges are on the front lines of rebuilding the nation's economy and future. The position of community college leader is in flux because a large number of community college presidents are leaving the field, causing the presidential pipeline to become narrow as it is harder to find suitable candidates. In 2015, 269 community college presidencies turned over, meaning that 1 in 4 of the United States' 1,132 community colleges experienced some type of leadership transition (Smith, 2016).

Community colleges have an urgent need for developing leadership programs to help transition successfully through the void due to the rapid wave of president departures. Selingo, Chheng, and Clark (2017) discussed five strategies and approaches that can help improve the

pipeline to community college presidency and guide the next generation of campus leaders to have the opportunity for effective tenures. There is more potential for effective tenures if college leaders develop training and leadership development opportunities, align short-term tactics and long-term strategies, and provide ongoing support. A better understanding of the role of presidents will allow search committees to develop a willingness to look beyond the traditional background of presidential candidates, and build relationships with various on- and off-campus stakeholders who are invested in finding qualified candidates.

Purpose of the Study

The purpose of this study is to examine the perception of community college faculty and staff regarding leadership styles and how they feel those styles impact their work. This study strived to:

- Identify faculty and staff perception of the types of leadership characteristics, traits, qualities, and leadership styles community college administrators can possibly use to help employees become happy and satisfied with their employment.
- Identify faculty and staff perception of the types of leadership characteristics that community college administrators have used which they perceive as negatively contributing to poor morale and dissatisfaction with the employee's institution.
- Identify how faculty and staff perceive community college administrators' use of effective leadership styles such as transformational leadership which may increase positive morale and job satisfaction within their institutions.

Research Questions

1. How do faculty and staff in a community college perceive administrative leadership as impacting the workplace culture?

2. Is there a connection between how faculty and staff experience their community college administrative leadership and their overall morale and job satisfaction within the community college?

Significance of the Study

It is very important for an institution to have a positive functional culture. Gonzales and Marion (2014) mentioned that culture brings people together for the accomplishment of tasks and culture keeps individuals together to perform challenging tasks. People hold their values, ideals, meanings and skills to a high standard. Like anything else, culture can be dysfunctional. Gonzales and Marion (2014) also mentioned that culture should be evaluated for how it enhances the satisfaction and growth of both individuals and groups along with the organization's productivity and outcomes.

It is also important that leaders and employees have a good communication structure that encourages and supports give and take. According to Burns (1978), "The more familiarity, the more interaction--and vice versa. A powerful factor is a sense of mutual obligation and a need for reciprocity" (p. 290). The group knows what needs to be done and can do so with little to no effort.

Leadership is influenced by group unity. The group believes in written and verbal goals, standards and norms that were set in place. As long as all of these are clearly defined, a community college president should be able to have a competent and committed group of employees. When everyone is on the same page and understands what the organization's goals, standards and norms are, better the organization will work as a whole.

Not only should everyone in the institution look at the positive leadership qualities but everyone should look at what type of leadership styles may cause concerns, dissatisfaction, and

conflict in their institution. Conflict can be difficult for people to deal with. People's emotions, values, and commitment to their individual group or institution can lead to heated arguments, concerns, challenges, and problems. Yang (2014) discussed that transformational leadership has an effect on cooperative conflict resolution through several alternative models related to job satisfaction and change commitment. Yang's study suggested that transformational leadership can bring about employee job satisfaction and conflict resolution.

Gonzales and Marion (2014) state "external environments can pose demands that may frustrate an organization's rational and formally established goals" (p. 317). Often leaders in institutions get so wrapped up in pleasing people outside of their institutions that they tend to neglect their own employees wants and needs. Leaders can get so involved with trying to fulfill the external demands that they put pressure on confused employees as they look for a quick fix to respond to these demands (Gonzales & Marion, 2014).

Conceptual Framework

Transformational leadership theory was developed by Burns (1978) and this theory was reviewed and enhanced by Bass (1985) and Avolio and Bass (1988). Transformational leadership theory is supported by approximately 30 years of research connecting transformational leadership to positive outcomes in performance including individual, group, and organizational performance (Bass & Bass, 2008). Krishnan (2005) argues that the main tenet of transformational leadership theory is the leader's ability to motivate their followers and have them accomplish more than what the followers may have realized they could accomplish.

Transformational leadership theory is distinguished from other theories of leadership because it looks long-term into the followers' personal development, and the transformation of followers into leaders (Burns, 1978). Bass (1990) believed that transformational leadership

creates employees who are connected and dedicated to their organization. Transformational leaders help their employees realize who they are within the organization and show them how they play an important role within the organization and help with achieving the mission of the organization (Tucker & Russell, 2004). Transformational leadership creates a cohesive connection to the ideas and suggestions within the group (Bleedorn, 2003). Bass and Riggio (2008) mentioned that transformational leaders respond to individuals' needs, empower them, and make sure that the followers are heard.

Burkus (2018) finds that transformational leadership has the potential to be used negatively by leaders who could potentially be pretending and faking the characteristics of transformational leadership. Nevertheless, transformational leadership theory is an approach to studying and teaching leadership that continues to be widely used and valued within leadership education. Transformational leadership is used by a leader to bring about positive change in their followers while using appealing behaviors and demonstrating positive qualities. These types of leaders also have a strong set of internal values and ideas that are successful in motivating others to believe and support the overall institution's purposes over self-interest (DuBrin, 2016; Northouse, 2016).

I have attempted to demonstrate in this introduction that transformational style of leadership is far more effective than any other type of leadership style that is discussed in this paper. A leader who uses transformational leadership can effectively motivate their followers, improving their productivity and bringing about positive change.

Definitions

Administration: is the range of activities connected with organizing and supervising the way that an organization or institution functions (as defined on [www. collinsdictionary.com](http://www.collinsdictionary.com)).

Community College: Also known as junior college. A community college provides accessible, affordable, and career preparation with two-year associate programs leading towards a degree and matriculation into four-year institutions and certificate programs for workforce development (American Association of Community Colleges, 2018). *Community College President:* The president is the head administrator in charge and oversees the operations of the institution.

Effective Leadership: Effective leadership is a partnership with others rather than a one-person operation (Sousa, 2003).

Job Satisfaction: A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Nelson & Quick, 2009).

Morale: emotional or mental condition with respect to cheerfulness, confidence, zeal, etc., especially in the face of opposition, hardship, etc. (as defined on www.dictionary.com).

Transformational Leadership: Burns (1978) defined it as a process where leaders and followers engage in a mutual process of raising one another to higher levels of morality and motivation.

Conclusion

When community college presidents and their administration utilize certain characteristics, traits, qualities, and leadership styles they can have a better relationship with faculty and staff. In doing so they are able to empower, gain trust, resolve conflict, and provide an environment where faculty and staff feel happy and satisfied in their employment. Among the different types of leadership styles, transformational leadership increases positive morale and job satisfaction by engaging presidents within their community college. Leadership styles create a theme in the story of leadership success or leadership failure (Chaudhuri, Kettunen, & Naskar, 2015). Bhatti, Maitlo, Shaikh, Hashmi, and Shaikh (2012) found that leadership style can have a positive impact on job satisfaction. People like to work in environments where they can share

and exchange their views and do so fearlessly. Absence of a positive leadership style may be perceived as lack of direction from a leader resulting in low morale and lack of interest in work by followers (Bhatti et al., 2012).

This study examined community college presidents and their administration in higher education by observing past and present leadership practices, identifying effective leadership styles that align with current research and allude to new leadership trends that are effective for faculty and staff morale and job satisfaction.

CHAPTER 2

REVIEW OF THE LITERATURE

Higher education institutions need effective leaders who can understand the complexities that come with the community college culture. Effective community college administration should also be able to have positive relationships with their employees to maintain high morale and positive job satisfaction within their institutions. Institutions need to have leaders with effective leadership styles so it is possible to achieve organizational goal productivity and the overall quality of work life (Nanjundeswaraswamy & Swamy, 2014). Higher education leaders have to examine how they can lead their organizations better and figure out what effective leadership approaches that would best fit their institution (Black, 2015). Exploring different leadership styles that community college administration can use and evaluating how different styles affect job satisfaction and morale of faculty and staff will provide some insight into what styles may be better for community college administration to utilize to promote good morale and job satisfaction.

History of Community College Leadership

Formally called junior college, community colleges were established to offer people within their communities a chance to attend a higher education institution at a fraction of the price of attending a four-year college. Community colleges are unique institutions that provide a wide variety of educational opportunities, workforce development, and non-credit courses. According to the American Association of Community Colleges, community college provides education to anyone who has the desire to learn regardless of a person's background including

wealth, heritage, or previous experience in academics (American Association of Community Colleges, 2018).

The process of making community college available to everyone keeps evolving. There are 1,167 public and independent community colleges in the United States. (American Association of Community Colleges, 2018). Each community college is its own distinct higher educational institution; research shows each community college shares the same two goals of access and service. Achieving these goals starts with having positive effective leaders who are able to understand the uniqueness of their own institution and have the ability to make sure that their employees have the resources and support. Achieving these goals became more challenging in the twenty-first century because community colleges have seen a new shift with the mix of retiring community college presidents and being challenged by the needs of a complex and changing society. In 2001 Shults (2001) stated that community colleges looked at a new challenge of approximately 50% of the 1,171 community college presidents planned to retire by 2007. In a more recent study that was done in 2015, the American Association of Community College Chief Executive Officers (CEO's) collected opinions on current issues and gathered information on their positions. The survey was sent to 960 public community college presidents, and out of the 960 public community college presidents 239 responded to the survey. The survey found that on an average, community college presidents have served in their current positions for slightly more than 5.5 years and are on average, aged 58.6 years. About 80% of the community college presidents indicated they would retire within the next ten years, 35% within five years. The average age of the community college presidents was fifty-nine years old. The ages ranged from thirty-nine to seventy-three years old. On average, the respondents served as community college presidents for 8.3 years (Phillippe, 2016).

The American College President Study (2017) showed that 60% of community college presidents have held executive positions on campus prior to becoming CEO's. About 30% were CEO's of another community college in their previous jobs, and 41% of community college presidents were Chief Academic Officer/Provost or held other senior executive academic positions prior to their presidency. The data in this study showed that 10% of community college presidents came from jobs outside of higher education (American Council on Education, 2017).

The research cited here indicates there has been a large turnover in the leadership of community colleges in recent years. This has brought concerns about whether there is a good pool of potential community college leaders. In 2017 a survey of community college presidents was done by Inside Higher Ed and Gallup. The community college leaders were divided on the talent pool to fill future positions. When the community college presidents in this study were asked if they were impressed with the pool of potential community college presidents, 29% percent of them strongly agreed or agreed, 38% were neutral, and 33% strongly disagreed or disagreed. They were also divided on whether there are clear career paths to prepare individuals for the community college presidency, as 40% strongly agreed or agreed this was the case while 43% strongly disagreed or disagreed (Jaschik & Lederman, 2017).

As mentioned above a large number of community college presidents came from outside of higher education and there are concerns whether there is a strong enough pool of future leaders. According to Sapp and Crabtree (2018), colleges can benefit from a combination of hiring academic leaders externally and promoting from within if they possess all of the following characteristics: the highest credibility from the perspective of faculty and administration; good character, temperament, and personality traits; impeccable judgment and decision-making skills;

advanced skills to generate intentional, polished communication; ability to inspire colleagues, teams, and campus entities; advanced literacy in budgeting; can think in the big picture and focus on the details; and get things done. A strong work ethic is absolutely essential for all administrative leaders (Sapp & Crabtree, 2018).

As community college administrators seek to promote employees for future leadership positions, they should focus on leadership development from the time the employee is hired. According to Lee and Charriez (2015), leadership development provides an opportunity to shift the organizational culture either by maintaining the status quo or introducing new practices. Leadership development is a critical factor to organizational success and supports what great leadership looks like at the individual institution. Lee and Charriez (2015) mentioned that the future of community college leadership resides within a definition of credible leadership which includes an understanding of community needs and strengthening workforce development. It is also important to align the priorities and values of the college's leadership with daily decision-making, which is a good way to communicate the meaning of institutional leadership. Community colleges need to be prepared for the anticipated shortage of community college leaders. Professional development for all levels within the community college is needed. The professional development should include an accurate understanding of what leadership skills are needed to uphold the mission and values of the institution. According to Asbury and Mandrell (2015) higher education is always changing and professional development should be an institutional priority. Community colleges provide value and open access but providing the community with the finest instruction starts with a commitment to the continuous improvement process for faculty and staff. This development must be a commitment that evolves into a culture.

Traits, Skills, and Leadership

There is no one type of leader; leaders come in all different forms and have different styles in leading their institutions. Leadership traits can be learned and applied in working environments. The learning process starts when leaders are diligent and thoughtful about how they act in the presence of others (Ransdell, 2014). There are certain traits that community college leaders can develop and learn over time that can be beneficial in their position. According to Ransdell (2014) leadership in a college needs to consist of eight components: vision, change, ideas, courage, innovation, risk, engagement and action.

Vision. One of the vital components of successful leadership is the ability to visualize and be capable of articulating a future state for an organization. A vision gives employees motivation to follow by guiding individuals and the organization in a way that gives an organization a path to follow rather than just following the present plan (Hill, 2010). Kurland, Peretz, and Hertz-Lazarowitz (2010) mentioned that vision serves an organization in many important ways. Vision links the present with the future which guides and sets the standard of excellence for the organization.

A vision may change but as long as the leader keeps their employees informed of the changes, the vision can still be successful. The downfall of many leaders who have failed has been connected to their lack of vision (Mayo, 2007).

Change. Community colleges can experience periods of change. These periods of time are needed to have the institution grow and achieve desired results. Changes in an institution require the leader to take ownership, stay focused, and keep consistent. Change must be led from the top and passed down. Without complete buy-in from the senior leadership team the desired changes will not be achieved and the leadership will have failed (Gleeson, 2016).

Ideas. Leaders are always coming up with new ideas, listening to new ideas, and implementing new ideas. Not all ideas can and will be used by college leadership but the ones that are chosen should fit into the leadership styles that are already present. Leaders' ideas should not just be reactive to a situation. If the leader has time to proactively come up with new ideas, it will help the leader to be successful.

Courage. An effective leader must get through difficult situations, challenging times, and accept responsibility for their decision making. According to Voyer (2011) all leaders need to have courage. It takes courage to be a leader. Courage is having the strength of character to persist and hold on to ideas in the face of opposition. It's also about the strength of character and devotion to causes and ideas.

Innovation. Innovative thinking does not on rely on past experience or known facts. Innovation looks forward to the future and figures out how one must get there. Instead of identifying what are right or wrong answers, the goal is to find a better way to explore multiple possibilities (Horth & Buchner, 2014).

Risk. According to the most effective community college presidents, it is recognized that the existing cultures at their institutions often foster resistance to fundamental reform. While these leaders understand that culture cannot be turned around overnight, they know they need to take significant risks to inspire changes in how their colleagues think, and act to improve student outcomes (Wyner, 2013).

Engagement. Leaders need to get their employees excited about what their college's goals are and to encourage them to get involved. The people with whom the leader surrounds themselves are those who will perform and achieve. The leader must also communicate well,

listen, and embrace the ideas of those who they work with. Being fully engaged with all levels of personnel within the organization is essential for effective leadership (Ransdell, 2014).

Action. Institutions cannot be effective if they do not have someone to put forth the work to make their college grow and thrive. Without action, successful leadership is most likely not going to happen. Positive change and the use of ideas and innovation happen when there is action happening. Without action, the organization cannot continue to grow (Ransdell, 2014).

Effective Leadership

Northouse (2001) stated that in 39 studies of transformational leadership literature, individuals who exhibited transformational leadership were more effective leaders with better work outcomes. Avolio and Bass (2002) explained that research in the past thirty years has supported the idea that transformational leadership is more effective than transactional leadership by having an emphasis on the extra effort, commitment, and satisfaction of the leader.

DeRue, Nahrgang, Wellman, and Humphrey (2011) examined leadership effectiveness by examining different leader traits and behaviors. They looked at four different areas: leader effectiveness, group performance, job satisfaction and satisfaction with leaders. Leader behaviors explained more variance in leadership effectiveness than leader traits. The results showed that an integrative model where the leader behaviors bring out the relationship between effectiveness and traits are needed. The authors believe that most leaders' behaviors have an impact on leadership effectiveness, and personal traits and characteristics are reflected in behaviors.

There are also negative traits that can make transformation efforts lead to failure. According to Kotter (2006) there are eight errors that can negatively affect organizational

change: Not establishing a great enough sense of urgency, not creating a powerful enough guiding coalition, lacking vision, under communicating the vision, not removing obstacles to the new vision, not systematically planning for and creating short-term wins, declaring victory too soon, and not anchoring changes in the corporation's culture.

Kotter (2006) also explained that eight steps can be used to transform organizations positively: Establishing a sense of urgency, forming a powerful guiding coalition, creating a vision, communicating the vision, empowering others to act on the vision, planning for and creating short-term wins, consolidating improvements, producing still more change, and institutionalizing new approaches. Creating positive change can take time and should not be rushed because critical mistakes could happen which could have a very negative impact, resulting in lack of motivation and negate the hard work that was put into the organization (Kotter, 2006).

Not only are traits and skills important to leadership but behaviors also play a large role in leadership. According to DeRue et al. (2011), behaviors tend to be a big predictor of leadership effectiveness. People in positions of leadership such as community college presidents should be able to master given tasks, relate well with others, and be able to go along with change if they want to be effective leaders. The authors observed that many of the leadership styles and behaviors overlap each other theoretically. Within the behavioral approach, transformational leadership was a consistent factor of effective and positive leadership. A poor relationship was found with leaders who had passive leadership behaviors. These leaders waited to act until a problem developed, whereas leaders who engaged proactively before a problem occurred and encouraged their followers had better outcomes. Some leaders try to please their employees but sometimes they do not truly tackle the problems that are present. Many decisions fulfill people's

needs and feelings that are not directly related to the issues. Some leaders make small adjustments by putting together responses and taking short cuts leading to only gradual change (Burns, 1978). Other leaders looked at past decision-making to help guide and improve decisions in the present. Gonzales and Marion (2014) mentioned that retrospection is the interaction of the past, the present, and the future. Past decision-making can be looked at and utilized for future decision making. Shifting and adjusting to what has been done in the past can help shape and fit past practices into present practices.

One way to look at effective leadership is to look at the behavioral approach. The behavioral approach provides a valuable framework for assessing leadership by looking at the two core dimensions: task and the relationship (Northouse, 2016). Within the behavioral approach, the belief is that good leaders are not born, they are made over time. Leaders can learn to become great leaders with training and observation of other great leaders. According to Johnson (2016), there are no born leaders. Leaders can be trained, and the traits that a leader has can be developed over time. To be a leader, one must have the proper environment and training to develop desired leadership qualities.

Leadership Style Research

An important element of leadership is the type of style a leader uses. There are various types of leadership styles that a community college administration can utilize. Previous research on college leaders and leadership styles shows that there is no one exact formula for achieving excellence in higher education leadership. The available literature does show that there are several leadership styles and dimensions a community college president could use that can promote effective leadership. Different leadership styles can affect organizational effectiveness and/or performance (Nahavandi, 2002). Listed below are a few different leadership styles that

community college presidents and administrators have and continue to use within the community college setting.

Transformational Leadership. Leaders who use transformational leadership can establish a strong impact within in their organization by being inspirational and influential. Germano (2010) mentioned that transformational leaders provide the most valuable form of leadership because the followers are given the chance to change, transform, and develop themselves as contributors. Transformational leaders develop people. They lead to a higher level of satisfaction. Transformational leaders develop their followers and help build them up, giving the tools they need to succeed. They generate awareness to the team and the institution's mission and goals. This type of leader motivates people to look beyond their own needs and to look at the needs of the group as a whole. These leaders are team oriented. People who are more team-player oriented would have a positive response and be able to adapt to this type of leadership. Transformational leaders help develop their followers while recognizing their individual needs. These leaders see each person as a whole person, not just as an employee.

Transactional Leadership. Avolio and Bass (2001) believed that transactional leadership works well in organizations that need to work on clarity, structure, and communication when the organization should focus on performance. People who utilize transactional leadership styles are more concerned with maintaining the normal flow of day to day operations. According to Ingram (2017) transactional leaders motivate subordinates by exchanging rewards for performance. Transactional leaders are only concerned with making sure everything flows smoothly for the day at hand. They are not concerned with looking for long term goals, just what needs to be done each day as it comes. Transactional leaders like give and take. Transactional leadership has two parts: reward and punishment. It is possible that

transactional leadership can contribute to successful quality performance, since a transactional leader can reward employees who contribute to accomplishing the quality goals and punish those who do not. Transactional leadership is an exchange process in which reward and punishment are contingent on the follower who is showing the desired behaviors (Laohavichien, Fredendall, & Cantrell, 2009). Ingram (2017) mentioned that transactional leaders provide distinct advantages through their abilities to address small operational details quickly. Transactional leaders are able to handle everything that comes to them, building a strong company reputation while keeping employees productive. Transactional leadership focuses on the exchanges that occur between leaders and followers. These exchanges allow leaders to accomplish their performance objectives, complete required tasks, maintain the current organizational situation, motivate followers through contractual agreement, direct behavior of followers toward achievement of established goals, emphasize extrinsic rewards, avoid unnecessary risks, and focus on improving organizational efficiency (McCleskey, 2014).

Burns (1978) mentioned that transactional leadership relationships between the leader and followers are short-term relationships. The relationships tend not to be strong bonds but merely a quick exchange to get tasks done. It seems that transactional leadership is more set on short term give and take, whereas transformational leadership gives employees longer satisfaction in their relationships. Transformational leaders appear to be more confident and better equipped to handle hard times. When the institution is in good shape and is in a state of positive growth, then transactional leadership can be good and effective. But is this only good for a short time, only focusing on the task at hand, whereas transformational leaders tend to look at long range goals for their organization.

Laissez-Faire Leadership. Laissez-Faire leaders allow people to work on their own without any guidance or decision making. These leaders avoid making decisions and give their employees the power to make all decisions. These leaders do not get involved but will provide information and feedback if asked. Although this type of leadership may make employees feel happy that they are not being watched or criticized, and could cause an increase of productivity of work, it could also have the reverse effect of causing the team to become lazy, not managing their time with the little guidance they may be receiving (Chaudhry & Javed, 2012).

Autocratic Leadership. Autocratic leadership is also known as authoritative leadership. In this type of leadership, the leader's behavior is the "do as I say" leadership style. This type of leader makes all the decisions without input from followers. Authoritarian leaders make unilateral decisions and rule over followers. This style exercises formal authority and position of power (Zhang & Xie, 2017).

Morale and Job Satisfaction

Leadership approaches can influence morale. Certain aspects that can influence employee morale include communication, building trust, developing teams, and promoting team-related activities, dealing with internal and external change, succession planning and direct supervision (Ngambi, 2011). Burns (1978) mentioned that when members are esteemed by others in the group, they are more likely to attempt and succeed at leadership. The higher their self-esteem, the more likely they will be to attempt leadership. Schuler (2017) discussed that, when people see a positive leader who has good self-esteem, the leader is more likely to see positive change and an overall responsiveness by their followers. Employees who experience low morale in their workplace blame their management for lacking vision, loyalty, trust, and

teamwork. Employees who experience low morale in the workplace blame management's leadership skills (Schuler, 2017).

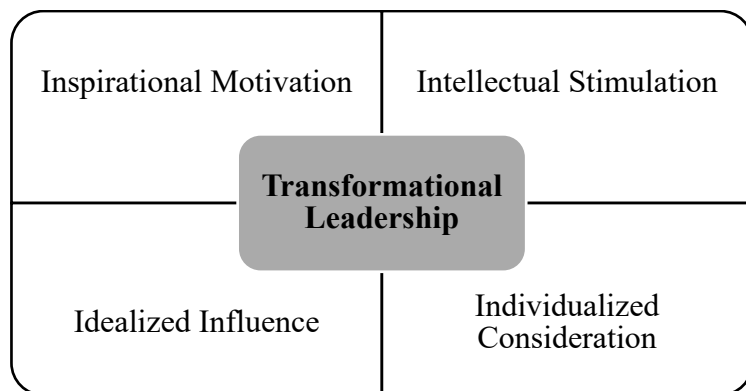
College leaders are an important part of employee job satisfaction (Wong & Heng, 2009). Transformational leadership was positively related to followers' job satisfaction at individual as well as team levels of analysis and team performance. The relationship between individual perceptions of supervisors' transformational leadership and job satisfaction was built by trust in the supervisor as well as trust in the team (Braun, Peus, Weisweiler, & Frey, 2013).

Conceptual Framework

Different leadership styles motivate people in different ways. There are various styles and approaches to how people lead. Positive leadership skills are crucial in guiding happy and productive employees in educational institutions. It appears that community college presidents using different leadership styles can have different direct cause and effect relationships within their institution. To have productive employees, community college presidents must utilize certain characteristics, traits, qualities, and leadership styles. In doing so they are able to empower, gain trust, resolve conflict, team build, improve leadership styles, and provide training.

The transformational leader increases motivation and morale by engaging leadership within their community college. Transformational leaders want to positively motivate their employees; in turn, employees achieve positive production in their institutions. Bass and Bass (2008) defined transformational leadership as being constructed of four distinct subcomponents titled: Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Figure 1. Transformational Leadership Theory Model



Community College X's new President B has been implementing strategies and plans on how the institution can make positive changes in those areas mentioned above. Leadership styles create a theme in the story of leadership success or leadership failure (Chaudhuri, Kettunen, & Naskar, 2015). Bhatti, Maitlo, Shaikh, Hashmi, and Shaikh (2012) found that leadership style can have a positive impact on job satisfaction. People like to work in environments where they can share and exchange their views and they can do so fearlessly. Shankhdhar and Mehrotra (2016) discussed that excellence in higher education is linked with employee performance, job satisfaction, high morale, high commitment and other various behavioral characteristics which have been influenced by leadership styles of the leaders. Absence of leadership style brings out lack of direction from a leader resulting in low morale and lack of interest in work (Bhatti et al., 2012).

Summary

Community college presidents and their administrative teams utilizing effective leadership styles, traits, and skills when making changes in their community college will have an easier time getting employees to buy into the changes. Positive outcomes when dealing with institution change cannot be rushed; people must accept the time it takes to follow through when

changes occur. At times a negative change could occur especially if the strategy doesn't fit within the institution's goals. It is possible that people can make errors throughout the process of change, hurting progress that was already made and having a devastating impact on the institution. Certain leadership qualities can help leaders to become more effective. Community college leaders cannot rely entirely on one certain trait. Certain traits alone may not always help leaders in motivating their employees to achieve the institution's goals. Leadership is one of the basic and most important needs in any organization. Leadership style is one of the main factors that can affect employees' job satisfaction. The literature suggests that a relationship exists between leadership behavior and staff morale and job satisfaction. Leadership styles, which reflect empowerment and encouragement and also tend to be about caring and supporting employees, are leadership styles that lead to more positive job satisfaction of faculty in higher education institutions than other types of leadership styles that use coercive and controlling behavior (Nelson & Quick, 2009).

A favored leadership style that tends to bring good morale and increase productivity in an institution is transformational leadership. Transformational leaders lead with honesty, fairness, and with a kind heart. A positive leadership style such as transformational leadership can help make change positive in a higher education institution. Heider (1997) mentioned that wise leaders pay attention to all behavior and in return, their followers are more open to different possibilities of behavior. Transformational leadership makes people feel valued in their positions; utilizing their expertise in their content and utilizing their talents and skills in the education field are all positive ways to increase productivity. Another positive style is transactional leadership. There is a focus on exchanges that occur between leaders and followers in transactional leadership. There are positive exchanges between the transactional leader and

followers when rewards and punishments are being used to correct or reward certain behaviors.

When the institution is in good shape and is in a state of positive growth, then transactional leadership can be effective. This positive state is only good for a short time because it only focuses on one day at a time, whereas leaders who use transformational leadership tend to look at long range goals for their organization (Avolio & Bass, 2001). Different types of leadership approaches can have an effect on morale. Morale is an important part of the culture of a community college, especially where it has the ability to affect performance and overall job satisfaction of the employees.

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to explore community college employee preferred types of leadership styles for community college administrative leadership and to determine the relationships between the type of leadership style, morale and job satisfaction within the community college setting. Information obtained from Community College X may not only help the researcher understand the morale and job satisfaction of this specific institution, but it may give insights for other community college leaders facing similar concerns. A qualitative research study was done by using a focus group that addressed questions pertaining to leadership styles, morale, and job satisfaction which were directed to a group of full-time faculty and staff at Community College X.

Krueger and Casey (2009) defined a focus group as a planned series of discussions to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment. Focus groups were used as a research method in the social sciences during the 1940s but then the field turned toward a new direction becoming associated with marketing research and advertising; recently, however, focus groups have again become popular, particularly in qualitative social science and education (Liamputtong, 2011).

Setting

The use of a focus group provided an opportunity for full-time faculty and staff to express their opinions on different types of leadership styles that community college administrative leadership. Findings can be used to identify different leadership aspects that can improve the culture to one where faculty and staff are happy and satisfied with their employment

in higher education. Community College X full-time faculty and staff were asked to answer questions by expressing their views on leadership. The group was asked a series of questions that were broken down from the following two questions:

1. How do faculty and staff in a community college perceive administrative leadership as impacting the workplace culture?
2. Is there a connection between how faculty and staff experience their community college administrative leadership and their overall morale and job satisfaction within the community college?

Participants/Sample

The focus group consisted of 9 full time faculty and staff. The size of an effective group ranges from four to twelve participants, with the ideal size being seven to ten individuals in the focus group. The group of individuals should be small enough for everyone to feel comfortable to share their thoughts but large enough to have a diversity of perspectives within the group (Krueger & Casey, 2009; Smithson, 2008).

The focus group was approximately ninety minutes in length. The focus group was joined on a volunteer basis and a balance of each of the different unions and non-unit professionals within the full-time faculty and staff was equally represented within the focus group. Focus groups are useful for bringing together individuals to confirm or build upon evidence, they are not meant solely to represent the general population (Vicsek, 2010).

The following questions were asked during the focus group:

1. What leadership characteristics, traits, and qualities do you think an effective community college administration should have?

2. What specific leadership characteristics, traits, and qualities have you seen from our college's leadership? Are they different now with new administration?
3. Do you think administrators' actions impact your morale and job satisfaction? In what ways?
4. How does administration impact the culture of the college? Can you give specific examples?
5. If you could give advice to the leadership in our community college what would it be?

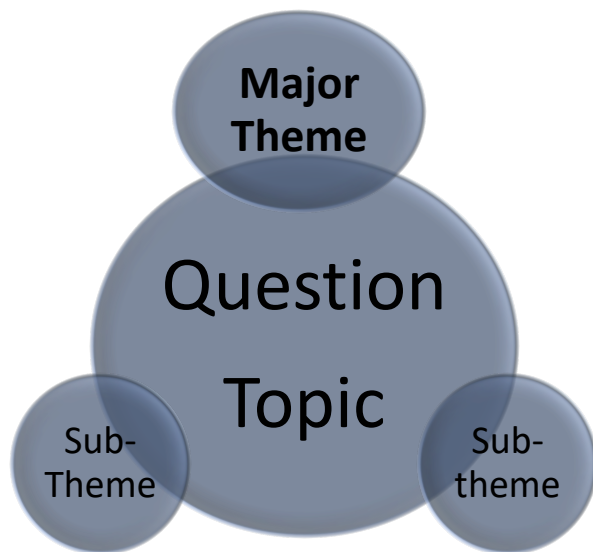
Data Collection Procedure

The questions were open-ended to promote discussion within the focus group. These questions focused on leadership styles, morale, and job satisfaction. The data were organized for analysis and each focus group member was given a participant number. The data were broken into four columns: category, subcategory, participant code, and participant comments.

Analysis

The focus group interview was recorded and transcribed. The focus group transcript was read several times to develop familiarity with the data and were then organized to code. The data was analyzed by using the inductive qualitative approach described by David Thomas (2006). This approach is a systematic, straightforward process based on thematic analysis. The major themes and sub-themes were identified and categorized from the data. The findings of the focus group interview were determined after the results were analyzed.

Figure 2. Concept Map



Participant rights

The identities of participants used for the focus group remained confidential. At no time were any statements made linked to participant names. The participants were informed that everything they said during the focus group was used for data analysis and that each of them were given participant numbers so their names were not connected to statements made. Participants were informed that the session was recorded but only discussions pertaining to the focus group questions, not identifiers, such as name or position. A sign-in sheet was used; each name was assigned an unidentifiable code (i.e. P 1). Once the names were assigned codes, the sign-in sheet was destroyed.

Each participant was given a consent form containing information on participant rights. It is important to protect every participant's confidentiality by not having the participant's name connected with any information given. This allowed for a greater likelihood that the participants would answer honestly. The focus group was done voluntarily and informed consent was obtained for the potential participants who participated in the focus group.

Limitations

The study sample included a small group of participants from one community college out of the fifteen community colleges in the Commonwealth of Massachusetts. The study focused only on a small sample of full-time faculty and staff at one specific community college, so the results may not apply to all community colleges. This study is community college-specific and findings may not apply to four-year universities or private institutions. Another limitation is that using a small focus group may not fairly represent the whole population of Community College X.

CHAPTER 4

RESULTS

As stated in Chapter 1, the purpose of this study was to examine the perceptions of community college faculty and staff regarding leadership styles and how they feel it impacts their work. The discussions during the focus group expressed how the group perceived Community College X's administration and how these perceptions impacted their work performance. The goal of this study was to identify faculty and staff perceptions of the types of leadership characteristics, traits, qualities, and leadership styles community college administrators can possibly use to help employees become happy and satisfied with their employment; to identify faculty and staff perceptions of the types of leadership characteristics that community college administrators have used which they perceive as negatively contributing to poor morale and dissatisfaction with the employee's institution; and to identify how faculty and staff perceive community college administrators' use of effective leadership styles, such as transformational leadership that creates positive morale and job satisfaction within their institutions.

Findings

This study explored the perceptions of a group of Community College X full-time faculty and staff preferences on different types of leadership styles for community college administrative leadership and to determine the relationships between the type of leadership style, morale, and job satisfaction within the community college setting. The following five questions were given to the focus group:

1. What leadership characteristics, traits, and qualities do you think an effective community college administration should have?
2. What specific leadership characteristics, traits, and qualities have you seen from our college's leadership? Are they different now with new administration?
3. Do you think administration's actions impact your morale and job satisfaction? In what ways?
4. How does administration impact the culture of the college? Can you give specific examples?
5. If you could give advice to the leadership in our community college, what would it be?

These five questions were asked to nine full-time faculty and staff at Community College X on September 9, 2018 during a ninety-minute session. These nine male and female full-time faculty and staff members represented the main campus and two satellite campuses. Their range in age was 31 years to 65 years old. Years of employment within the group ranged from 2 to 32 years of service. Out of the nine faculty and staff, 3 represented AFSCME (American Federation of State, County and Municipal Employees), 3 represented MCCC (Massachusetts Community College Council), and 3 represented NUP (Non-Unit Professional).

The ninety-minute focus group session was recorded using a digital voice recorder and then downloaded onto the investigator's personal computer. After it was downloaded onto the investigator's personal computer, it was transcribed by using the transcription software called Trint. The transcription was reviewed several times while listening to the voice recording to make sure all transcribed data was accurate and documented correctly. Each person in the group was given a participant code. To conduct the analysis, nine participants were coded as the following P1, P2, P3, P4, P5, P6, P7, P8 and P9. The information obtained during the focus

group was broken down into four categories: category, subcategory, participant code, and participate comments. This chapter contains the focus group participants' answers to each of the five questions mentioned above. Main categories and subcategories were pulled from the transcribed focus group recording. All the transcribed findings were provided to the participants for review and approval. All participants agreed to the findings in this chapter.

Question 1: *What leadership characteristics, traits, and qualities do you think an effective community college administration should have?*

The group felt that trust was very important between the administration and employees. Not only should the employees have trust in the administration but the administration should have trust in their employees. There was also discussion on how it is important for the administrators to be good listeners and allow for their employees to be given the opportunity to speak up and be heard. The group also discussed how administration should be leading by example while being transparent as they continue to share important information across all the campuses. P1 stressed that a position in administration is not just a title, but administrators have to follow through and lead by example. Administration should also know what their employees do on a day-to-day basis. The group expressed that administration should have a good understanding of employees' positions. P9 discussed the importance of administration paying attention to the people who work for them and developing an understanding for what they do, which in return, will provide a good understanding of the overall structure of the institution. Trust and leading by example are some of the key components to transformational leadership discussed in chapter 1. Also, when people feel that they can trust and be trusted by their leadership, a positive workplace environment can develop, leading to overall positive morale and having employees feel satisfied in their positions within the institution.

Transformational leaders make sure that their followers are feeling appreciated and that everyone's needs are heard. The group collectively felt that their needs are not being heard by the college's leadership. The lack of understanding employee positions by administration had the group feeling underappreciated within the institution. The group expressed frustration when discussing how they do not feel appreciated by administration in their positions within the workplace. Another frustration that emerged in this discussion was the lack of backing up decisions that were previously made by administration for their employees but then backtracking and not sticking to the previous decision. Overall, a lack of feeling supported by administration was stressed throughout answering question number one. There appeared to be a lack of engagement within the leadership. Engagement with all levels within the institution is important for effective leadership to happen.

Figure 3. Question 1 Table

Category	Subcategory	Participant Code	Participant Comments
Trust	Good Listener	P4	"I need someone to trust and who is going to trust me and allow me to do my job"
	Lead by Example	P9	"Transparency, the trust factor that P4 talked about, is really important"
	Sharing Information	P6	"You need to have somebody that's a good listener"
Communication		P5	

Transparency		P1	<p>“Listen to the team, and allow the input from all”</p> <p>“It’s not just a title, need to lead by example”</p>
		P6	<p>“A good communicator”</p>
		P8	<p>“Open communication and sharing information that is shared with them...across all campuses.</p>
Understanding & Appreciating		P8	<p>“The right person who will be in the trenches and has transparency and open communication”</p>
Decision Making		P3	<p>“Important to have someone who appreciates their staff and will back them up if push comes to shove...”</p>
		P4	<p>“...to have an understanding that we are working with students...sometimes these students move the bar...it’s not always as clear cut as one might think...need a supervisor to guide”</p>

		P4	“I need someone who is confident in their abilities...so if there is a question or questioning something it is not seen as me attacking them...”
		P9	“Not to be wishy-washy ...if a decision is being made to stand by it...not back track or change their mind”

Question 2: *What specific leadership characteristics, traits, and qualities have you seen from our college’s leadership? Are they different now with new administration?*

The group all agreed that the present leadership in Community College X is very laid back compared to how it was when President A was in charge. The group has seen a change with the new President B in charge. The group agreed that President B is a better communicator and is trying to shift the culture of the institution in a more positive direction than it had been when President A was in charge of Community College X.

The group all agreed that there is a lack of consistency on how each campus runs. It appears that different rules apply for different campuses. Each group member understands that each campus does have its differences, but overall Community College X should have a more streamlined approach to policies and procedures across all campuses.

The group discussed that they believe that a majority of concerns and problems within the institution stems from the “middle management” referring to the supervisors, directors, and managers in between the employees and the higher administration (vice presidents and deans).

P1 described that, with the new President B, they want everyone to have open communication and not to be afraid to speak up about concerns, but when employees speak up, it is either not heard or not passed along from their supervisors up the chain of command to the administration.

Another concern within the group is the Human Resources Department and the lack of trust and faith they have in the department. P5 discussed how frustrating it is to go into Human Resources looking for guidance but only to be given very little to no guidance. The group also discussed that perhaps with the new Human Resources Director, things will change for the better because the prior director has disappointed so many over the years with the lack of decision making and lack of guidance.

Even though there are some major concerns that lie within the middle management and Human Resources, the majority of the group continues to have hope that the culture will continue to move in a positive direction. Some in the group felt like there should have been more change already with the new president in place while others in the group will continue to give the new president more time to correct problems that have been going on for over thirty years.

Figure 4. Question 2 Table

Category	Subcategory	Participant Code	Participant Comments
Present Leadership	Different Offices, Different Rules	P6	"Find that a lot of the leadership now is more lax than back when I started in 1986, when they were more strict"
		P8	"It's pretty ingrained in us not to leave our offices but some are isolated and left unattended...there is inconsistency in our

New President	Different Campuses Different Rules	P7	policies and in leadership styles” “Some offices have signs on the doors when they step out while we don’t want other offices to close”
		P9	“Satellite campuses have different rules then main campus... We should be one campus instead of three different ones”
	Consistency for All	P5	“At first you didn’t get information on different campuses, now we live stream more...there is still room for improvement; there has been some improvement on getting information to all campuses.
		P4	“The environment now is heading in the right direction with the new president”
		P7	“I think the new president has better communication”
		P8	“There is a difference between the new and the old president...there is a huge shift in leadership qualities”

Middle Management (Supervisors between employees & VP/Deans)		P1	“The president gives the message that you can speak up about concerns, but there is still that barrier... middle management”
		P2	“I think it becomes a problem; historically I think part of the reason is because they can’t go to their supervisor. Maybe their supervisor is part of the problem”
		P8	“I think the problem comes in when you get down to that next level for those who work under the leadership: Supervisors and directors”
Human Resources	Lack of Trust & Faith	P1	“Going to HR few things have happened to me including a staff member attacking me personally, being told things will get complicated if you say something and nothing is addressed...”
	Lack of Guidance & Support		“Sought guidance of HR, I should be able to go in and get guidance on the way to handle something, especially when I have staff who are

Culture	Hope for Change	P5	<p>asking me and want to reach out to get the guidance that is needed and then no support.”</p> <p>“I have an optimistic point of view but I didn’t really have much with the previous leadership...when the old president was here ...I was going to leave and get another job somewhere else...I couldn’t deal with them mentally or physically, couldn’t do it anymore...but the new president came in”</p>
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Question 3: *Do you think administration’s actions impact your morale and job satisfaction? In what ways?*

The group discussed how the satellite campuses are treated differently than the main campus. The group members who work at the satellite campuses feel that they are not as important as the faculty and staff that are on the main campus. The satellite group members felt like they are on their own islands with different set of rules and support from administration. P9 mentioned that on their campus they feel that they are the third tier campus. P2 mentioned that people on the main campus felt like they, too, are on an island, even though they have a large amount of people who are in administration at their fingertips; but even with all these people in place, they do not feel like they get the support they need and deserve.

The group collectively felt that a large majority of administration and even the middle management supervisors and directors are entitled and have a “do as I say” attitude because they are in a superior position of authority. This “do as I say” attitude reflects those leaders who fall under an autocratic leadership style that exercises authority and a position of power over their subordinates. The group felt that this type of attitude takes away from the real reason that everyone is at Community College X, which is being there for the students. Communication also played a big role on how administration’s actions impact their morale and job satisfaction. The group felt that, even when communication is made, it appears that it gets lost or stopped at that middle management level: supervisors and directors.

Figure 5. Question 3 Table

Category	Subcategory	Participant Code	Participant Comments
Satellite Campuses	Leadership Weak/Lack of Supervisors on campuses	P9	“My campus I think you know; we are the third tier campus in a lot of regards”
	Leadership Weak on Main Campus (even though there is a lot of administration on campus)	p9	“I would rather work on my campus then the main campus...get away from the day to day drama...but I will say leadership is a whole different dynamic; we don’t really have a point of contact”
	Disconnect With Main Campus	P2	“You can feel like you’re an island unto yourself because you don’t have leadership, but in this building right now, if you took a poll most

<p>Entitlement of Deans/Supervisors/Vice Presidents</p> <p>Communication</p>		<p>P9</p> <p>P8</p> <p>P9</p> <p>P4</p>	<p>departments feel like they are an island”</p> <p>“The whole problem stems from the leadership. Our college is segmented teams and offices, and not knowing the faces on each campus”</p> <p>“Management needs to get back to what really is important to the students, when comments like I don’t need to ask permission I’m the dean of XYZ, when that’s your mentality and when you throw it down people’s throats, it does not create an environment for students”</p> <p>“I think that it still goes down to that middle management is trying to block everything”</p> <p>“We discuss decisions then a month later we are revisiting it and being questioned are you sure you made that decision”</p>
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Question 4: *Do you think administrators' actions impact your morale and job satisfaction? In what ways?*

Just like in question 3, the focus group felt that a majority of the administration has a mentality that they are in charge, and they do not have to answer to anyone. Frustration is felt among the group and they felt this is an area that the new president needs to address. P4 stressed how it is very clear that administration does not care, which disheartens people, causing them to feel rejected, which in return, causes them to give up and not care. The group also felt that the administration at times forgets that the students come first. P3 stressed that students are the priority and they need to be taken care of. Collectively, the group felt that President B is very student-focused and makes it clear that the students are the priority.

The group discussed the lack of appreciation for when people do a good job. In the past parties were thrown, such as barbecues or ice cream socials to show appreciation of hard work done by all. Over the last few years there has not been much done to show appreciation for all employees on all campuses. The group understands that the college does have some financial concerns and big events do not have to be done to show appreciation. Simple and inexpensive things such as administration saying thank you, sending out appreciation letters, for example, can all help boost morale without costing anything.

Figure 6. Question 4 Table

Category	Subcategory	Participant Code	Participant Comments
Administration Mentality		P2	"The administration's mentality is you don't need to answer to anyone"
		P4	"It is clear that administration doesn't care...this

	Students Come First	P3	<p>disheartens people when they take a chance to put something out there and they are rejected...this causes people to give up and not care”</p> <p>“Priority of our students, that’s the important thing”</p>
		P4	<p>“Students come first; I am going to take of them first before I come to the needs of other people...I’ve got in trouble from a dean who went to my supervisor because I didn’t respond right away because I had students in my office”</p>
	Lack of Appreciation	P5	<p>“When everyone can close the office and attend a holiday party, but then again, it does not happen across all campuses”</p>
		P6	<p>“When supervisors bring in coffee and donuts, I think it is the small things like that, which show appreciation and can really boost your day”</p>

		P8	“To be honest there is pretty low performance at all campuses due to less recognition”
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Question 5: *If you could give advice to the leadership in our community college, what would it be?*

The group felt that important advice they can give to the leadership in Community College X would be to make sure they acknowledge good work when it occurs, make everyone feel that their job is important and that they are appreciated, allow for change to better the institutions’ goals, become one unified campus instead of a main campus with other satellite buildings who do their own thing, not allow excuses to occur when problems arise and need to be addressed; and finally, the big concern that was brought up throughout the focus group was having better effective communication throughout the chain of command starting from the employees up to the president. The group’s discussion and insight on advice they want to give leadership all leaned towards characteristics of a transformational leader.

Figure 7. Question 5 Table

Category	Subcategory	Participant Code	Participant Comments
Acknowledge Good Work & Make People Feel Appreciated		P4	“Have everyone feel appreciated; everyone has voices”
		P6	“What we need to hear is that they give kudo’s to employees when they do a good job”

Allow Change		P7	“They say they want intervention but really kind of try to make that happen; don’t shoot things down and make them go out of hand because something always was done a certain way”
Unified Campus		P2	“Keep everyone on the same page rather than individual so that we have a more unified campus across the board”
		P5	“Transparency across all campuses”
		P8	“We need to be more consistent across all departments”
Not Allowing Excuses		P1	“Be an example, no excuses and show results”
Communication		P2	“Communication from the top to the bottom”
		P4	“I think there needs to be an all-college meeting once a month; I think it needs to be planned and allow for everyone to attend”
		P5	“Continue to provide open communication”

		P9	“Really important for open communication and transparency and open it up to all campuses”
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The use of the Community College X focus group provided the opportunity for full-time faculty and staff to express their opinions on how they perceive their administration and the administration’s leadership styles. As it appears in previous research, the focus group discussed how using different leadership styles can have different direct cause and effect relationships within their institution. To have productive employees, community college presidents and administration need to utilize certain characteristics, traits, qualities, and leadership styles. In doing so, they are able to empower, gain trust, resolve conflict, team build, improve leadership styles, and provide training. The focus group expressed the need for leadership characteristics, traits, qualities that resembled those of transformational leaders. Transformational leaders want to positively motivate their employees which, in turn, makes employees achieve positive production in their institutions. The focus group expressed how they want administration to empower and inspire them to achieve. The group also wants to have administration that leads by example, has a vision, trust, and confidence in decision making, which are all characteristics of transformational leadership.

Conclusion

The findings of this focus group gave definition to what a transformational leader is even though the words transformational leadership did not directly come out of their mouths. Components of transformational leadership were discussed amongst the group. The four subcomponents of transformation leadership: inspirational motivation, intellectual stimulation,

idealized influence, and individual consideration were discussed throughout the focus group. The group would like administrators to be inspirational and able to motivate everyone in the college community. The group mentioned that President B has shown to be inspiring and is trying to motivate the college community, whereas President A was not seen as someone who had inspirational motivation. The group is hopeful that President B will continue to show inspirational motivation.

The focus group discussed how President B provides intellectual stimulation by encouraging everyone to contribute towards the college's mission. President B is open and seeks ideas from everyone, whereas, the group felt that President A was not as open to ideas and told everyone how it was going to be because they were in charge. The group remains hopeful that President B will continue to have an open-door policy allowing for people to express their ideas and concerns.

When looking at idealized influence under the transformational leadership theory the group expressed that they are hopeful that President B can be someone they look up to as a positive role model. The group all agreed that it will take time to see how President B will be as a role model. The group all agreed that, due to the fact he has only been in this position at Community College X for a short time, they cannot say for sure if President B will be the role model they want, but the focus group continues to remain hopeful.

The last component of transformational leadership is individualized consideration. The group discussed that President B has already shown some positive improvements by expressing and acknowledging that the faculty and staff of Community College X needs a leader who can bring back motivation and support that is needed for all employees to feel that their individual jobs are an important part of the institution. The group did discuss that they did not feel that

President A saw them as individuals or took the time to get a deeper understanding of what each person's specific job was in the institution. The group felt that President A told employees to get the job done and did not want to hear reasons it could not be done. The group felt that President A did not fully understand the unique dynamics of each individual department within the college. Each department has their own challenges that could put a delay on accomplishing the tasks that were asked of them.

Chapter 5 contains further analysis of the findings. The chapter includes a discussion on the importance of the findings pertaining to preferred leadership implications. This chapter also includes recommendations for future research related to the study.

CHAPTER 5

DISCUSSION, SUMMARY, AND CONCLUSION

This research examined the perceptions of Community College X full-time faculty and staff regarding leadership styles and how they feel it impacts their work. It is important to understand that the focus group only represents a very small group and does not reflect the total population of Community College X even though the majority of the focus group members agreed on similar areas of concern. The findings cannot be generalized but may be useful in understanding an emerging trend of frustration within Community College X.

Summary of Findings

The future of community college leaders is still unknown. Who will lead the community colleges in the future, especially where there are a significant number of presidents retiring coupled with the small pool of prospective presidential candidates (AACC, 2012)? The findings of this study make a compelling argument to look into how community colleges can develop their leaders early within the institution. According to Wallin (2010), “Community colleges have been remarkably successful in the past; that is no guarantee they will continue to be. Community colleges and their leaders must be vigilant to ensure that the institutions have both the resources and the leadership to make necessary changes to remain successful” (Wallin, 2010, p. 5).

As a result of the data obtained from the nine focus group participants, the overall findings show that different presidents and administrators have different types of leadership styles which can influence how employees respond within their institutions. Although the group did not discuss or name specific types of leadership styles, they discussed different characteristics, traits, and qualities that both a negative and a positive leader can have. The focus group discussed how people in administrative positions along with middle management tend to

lack positive leadership characteristics, traits, and qualities. They find that individuals in these positions need to be given guidance and support to develop ways to have better communication, decision making, and have positive leadership abilities.

Leadership programs need to be implemented for community college employees who are interested in growing and moving into leadership positions within their community colleges. These programs could help fill positions that open up due to retirements and creation of new leadership positions with a pool of qualified applicants. A strong pool of qualified applicants would not only have community college experience and strong educational background, but they could participate in programs that can help them understand the different leadership styles. This could allow them to develop their own effective leadership styles that would be beneficial to their community colleges.

Recommendations for Future Research

This study explored leadership styles of only one community college and focused on the leadership styles amongst the positions of community college president and administration. Further research is needed to understand the characteristics, skills, and preparation needed for aspiring presidents and administrators seeking to move into these positions. The following recommendations can provide additional insight into leadership styles of community college presidents and administrators:

Larger Scale Studies.

1. Further research on community college leadership perceptions might involve the use of different research methods such as surveys, questionnaires, and interviews with not only faculty and staff, but also administration, to get a deeper understanding of how administrators perceive not only their employees but themselves.

2. Studies should be done at multiple community colleges to get a larger pool of participants to compare and contrast employee perceptions of different institutions about their leadership.
3. Compare and contrast the data between the different presidents within the community college.
4. Consider the context of change in higher education and look at the degree of difference in community college cultures.

Further insight into recommended training would prepare future leaders for positions in administration. Findings from future research would provide guidance and insight to determine what type of formal leadership training is needed to develop future community college administrators, especially developing future community college presidents due to reality that many of current presidents who are in their final years of their tenure and are preparing for retirement. The use of different research methods such as surveys, questionnaires, and interviews with not only faculty and staff, but also administration, could help to get a deeper understanding of faculty and staff perceptions on administration and a deeper understanding of how administrators perceive themselves. There is a need to prepare for the future in community college leadership. New community college employees are the future and there is a need to start developing new leaders among the present community college faculty and staff, especially knowing that there is a large anticipated number of community college presidents and administrators retiring within the next few years.

Community college leadership needs to start looking at the skillsets of their employees so they can determine what type of training and professional development is needed to develop an accurate understanding of what leadership skills are needed for employees to be promoted into

future leadership positions within their institutions. Not only is this type of training needed but leadership training and professional development should and must be continuous and ongoing. These trainings should focus on long term development, which should also coincide with the ongoing changes and challenges community colleges face. Not only should there be training of future administration but deciding what type of training the present administrators should be doing on an ongoing basis to strengthen their leadership skills.

Recommendations for Future Practice

Further research might also include a qualitative study involving interviews with community college presidents, faculty, and staff to help determine the reasons behind specific perceptions. This might help community college leaders understand the participants' experiences better and why they might have certain perceptions. This study did not show us what the best leadership style is; instead opinions of full-time faculty and staff from one institution gave us insight to what type of qualities and characteristics they look for in administration. These insights do show that certain qualities and characteristics can be found under different leadership styles but at no time did any participant say that any certain leadership position fell under a certain leadership style. What the participants did contribute was good descriptions of how they perceived their administration. With this being said, future research should be done by giving definitions of specific leadership styles and asking faculty and staff what specific leadership style(s) they prefer their leadership to have. By looking at the discussion in this study, participants in the focus group at Community College X stated that they want their leadership to be motivational, influential, supportive, able to work together as a team, see employees as individuals that have individual skills, have open communication, and promote positive organizational culture change. All of these characteristics fall under the realm of

transformational leadership. With the interpretations of these findings transformational leadership may improve employee morale and increase overall employee job satisfaction not only in Community College X but throughout the community colleges in the United States. Employees may become more enthusiastic about their employment, their work environment, and want to carry out their daily duties the best way they can. Community college administration may want to consider looking into training that helps leaders transition into utilizing transformational leadership approaches which may inspire and motivate employees to be the best they can be while fulfilling the goals and missions of their institutions.

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APPENDIX A
IRB APPROVAL LETTER



UNIVERSITY OF
NEW ENGLAND

Institutional Review Board
Olgun Guvench, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
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Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Michelle Croteau
Cc: Carey Clark, Ph.D.
From: Lliam Harrison, M.A. J.D.
Date: August 29, 2018
Project # & Title: 18.07.24-019 The Impact of Community College Administration
Leadership Styles on Employee Morale and Job Satisfaction

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that the proposed work is exempt from IRB review and oversight as defined by 45 CFR 46.101(b)(2).

Although it has found that your project is exempt, the IRB still requires that you amend your consent form in a fashion consistent with the comments set out in the accompanying document.

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, you must first submit the changes for review.

Please contact Lliam Harrison at (207) 602-2244 or wharrison@une.edu with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'William R. Harrison', is written over a light gray rectangular background.

William R. Harrison, M.A., J.D.
Director of Research Integrity

IRB#: 18.07.24.019

Submission Date: 07/23/18

Status: Exempt, 45 CFR 46.101(b)(2)

Status Date: 08/29/18

APPENDIX B

FOCUS GROUP INVITATION

August 2018

Dear Potential Study Participant:

As a doctoral student completing her dissertation study through the University of New England, I am inviting you to be a part of a focus group to share your experiences and perceptions on community college administration leadership. As a full time faculty/staff member you have significant experience and knowledge of working with community college administration. This study focuses primarily on the impact of community college administration leadership styles on employee morale and job satisfaction. By participating in this focus group, you are providing valuable information and a deeper understanding on different perceptions and experiences that full time faculty/staff members have regarding administration and their leadership styles. The following are the research questions I am looking to answer:

- How do faculty and staff in a community college perceive administrative leadership as impacting the workplace culture?
- Is there a connection between how faculty and staff experience their community college administration leadership and their overall morale and job satisfaction within the community college?

The purpose of this study is to examine the perception of community college faculty and staff regarding leadership styles and how they feel it impacts their work. This study will strive to:

- Identify faculty and staff perception of the types of leadership characteristics, traits, qualities, and leadership styles a community college administrators can possibly use to help employees become happy and satisfied with their employment.
- Identify faculty and staff perception of the types of leadership characteristics that community college administrators have used which faculty and staff perceive as negatively contribute to poor morale and dissatisfaction with the employee's institution.
- Identify how faculty and staff perceive community college administrators' use of effective leadership styles such as transformational leadership may increase positive morale and job satisfaction within their institutions.

Your participation in this research study is completely voluntary. The study includes a one-time focus group meeting. I do not foresee this study presenting any risks or hardship on you, other than the time to invest in it. If you agree to participate in the focus group you will be contacted with the meeting time and location. Also a consent form will be presented to you before we start of the focus group.

If you have any questions or concerns regarding this study and your participation, you may contact me, the researcher, via e-mail at m_croteau@mwcc.mass.edu or mcroteau1@une.edu.

Sincerely,

Melissa Croteau, Doctoral Student
University of New England's Educational Leadership Program

APPENDIX C

CONSENT FOR PARTICIPATION IN RESEARCH

UNIVERSITY OF NEW ENGLAND

CONSENT FOR PARTICIPATION IN RESEARCH

Project Title: The impact of community college administration leadership styles on employee morale and job satisfaction.

Principal Investigator: Melissa A. Croteau

Introduction: Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice. You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done? This study will strive to identify faculty and staff perception of the types of leadership characteristics, traits, qualities, and leadership styles a community college administrators can possibly use to help employees become happy and satisfied with their employment. Identify faculty and staff perception of the types of leadership characteristics that community college administrators have used which they perceive as negatively contribute to poor morale and dissatisfaction with the employee's institution. Identify how faculty and staff perceive community college administrators' use of effective leadership styles such as transformational leadership may increase positive morale and job satisfaction within their institutions.

Who will be in this study? Full time Faculty and Staff from Mount Wachusett Community College representing all unions, different ages, and different years of service.

What will I be asked to do? To ask full time faculty and staff in a group setting, questions pertaining to the perceptions and experiences they have had with administration.

What are the possible risks of taking part in this study? This study does not intend to impose any risks or hardship on the participants. Participants may feel burdened by the time commitment made for the focus group.

What are the possible benefits of taking part in this study? There are no direct benefits for participating in this study.

What will it cost me? Nothing, just a commitment of your time.

How will my privacy be protected? The researcher will have access to your information and the researcher's committee and IRB (Institutional Review Board) has the right to inspect the data. Follow-up verbal/signed and written reports and discussions will identify you only as a

number (i.e. Participant 1, etc.). Your name will not be shared with anyone outside of the researcher, researchers committee and IRB.

How will my data be kept confidential? The data will be kept on only one personal home computer, password-protected. The identifiable data will be omitted from the dissertation. Results will be summarized based on the sample's responses. Individual responses will be reported without the participant's name. All identifying information will be removed from the investigator's computer after the study's completion.

What are my rights as a research participant? Your participation is voluntary. Your decision to participate or not to participate will have no impact on your current or future relationship with Mount Wachusett Community College or University of New England. You may skip or refuse to answer any question for any reason. You are free to withdraw from this research study at any time, for any reason.

What other options do I have? You may choose not to participate.

Whom may I contact with questions? If you have questions about the study or you feel that you have been injured during the study please contact me at m_croteau@mwcc.mass.edu or mcroteau1@une.edu or you may also contact my Faculty Advisor at UNE, Dr. Carey Clark at cclark14@une.edu

If you have any questions or concerns about your rights as a research subject, you may call Olgun Guvench, M.D. Ph.D., Chair of the UNE Institutional Review Board at (207) 221-4171 or irb@une.edu.

Will I receive a copy of this consent form? You will be given a copy of this consent form.

Participant's Statement

I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature

Date

Printed name

Researcher's Statement

The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature

Date

Printed name

APPENDIX D

FOCUS GROUP QUESTIONS

Focus Group Questions:

1. What leadership characteristics, traits, and qualities do you think an effective community college administration should have?
2. What specific leadership characteristics, traits, and qualities have you seen from our college's leadership? Are they different now with new administration?
3. Do you think administrations actions impact your morale and job satisfaction? In what ways?
4. How does administration impact the culture of the college? Can you give specific examples?
5. If you could give advice to the leadership in our community college what would it be?